Renton Academy:
A Re-EDucation Public School for Students with Emotional and Behavioral Disabilities

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Today’s Objective

• To highlight the Key Components for success in program development for students with EBD through the story of Renton Academy.
Keys to Successful Program Development for Students with Emotional and Behavioral Disabilities

1. Common Philosophical Framework
2. Investment in Front Line Staff
3. Fiscal Responsibility with Cost Understanding
4. Data Collection
5. Reflective Practice
Prevalence of EBD

- U.S. Department of Education estimates that approximately 1% of the student population has EBD
- Research has found that it is closer to 7% (Moore et. al, 2000)

- For a school district the size of Renton that translates into:
  - 145 students at 1%
  - 1,015 students at 7%
Where this story starts... 2005

- In 2005 Renton School district had
  - 3 elementary EBD classrooms
    - 24 students
  - 2 middle school EBD self-contained classrooms
    - 16 students
  - 2 high school self-contained classrooms
    - 16 students
  - Out of district Placements
    - 6 elementary students
    - 12 secondary students

Total – 74 students with EBD in self-contained programming
Cost of Secondary EBD programs in 2005

12 secondary students with EBD placed in out of district placements.

- Tuition 12 @ 70,000 $ 840,000
- Transportation 12 @ 18,000 ($100 a day) $ 216,000
  Total $1,056,000

Two self-contained middle school EBD classrooms

- Staffing $ 280,000

Total potential budget: $1,336,000
Renton School District wanted to:

- Serve ALL of the students within their own community
- Develop positive programming that is evidence based
- Have control over hiring staff, selecting and developing curriculum, and decision making
- Offer more opportunities for students to integrate back to the comprehensive schools

Decision to open a new school to serve the students with the greatest needs – Renton Academy
1. Common Philosophical Framework

• Programs that have a well developed philosophical foundation that is used as part of ongoing decision making are more effective than those who do not.

• Provides a framework for decision making, program development and implementation.

(Cheney & Barringer, 1999; Senge, 2000)
RE-EDucation Framework

• Sent staff to visit other programs as potential models of excellence
• Adopted Re-EDucation as the philosophical framework for the school
• Hired the school leader to implement Re-Education as the model
• Advertised and hired staffing by including Re-EDucation in job descriptions and interview questions
• ALL staff were offered professional development in the Re-EDucation philosophy
What Does Re-ED Offer?

• The Re-ED philosophy, principles and practices have the unusual advantage of being applicable to the broad spectrum of children and families.

• The Re-ED philosophy allows for integration of a continuum of evidence based practices.
12 Principles of Re-EDucation

1. **Life is to be lived now**, not in the past, and lived in the future only as a present challenge.

2. **Trust between child and adult is essential**, the foundation on which all other principles rest, the glue that holds teaching and learning together, the beginning point for re-education.

3. **Competence makes a difference**; children and adolescents should be helped to be good at something, and especially schoolwork.

4. **Time is an ally** working on the side of growth in a period of development when life has a tremendous forward thrust.

5. **Self-control can be learned** and children and adolescents helped to manage their behavior without the development of psychodynamic insight; and symptoms can and should be controlled by direct address, not necessarily by uncovering therapy.

6. **The cognitive competence of children and adolescent can be considerably enhanced**; they can be taught generic skills in the management of their lives as well as strategies for coping with the complex array of demands placed on them by family, school, community, or job.

7. **Feelings should be nurtured**, shared spontaneously, controlled when necessary, expressed when too long repressed, and explored with trusted others.

8. **The group is very important** to young people; it can be a major source of instruction in growing up.

9. **Ceremony and ritual give order**, stability, and confidence to troubled children and adolescents whose lives are often in considerable disarray.

10. **The body is the armature of the self**, the physical self around which the psychological self is constructed.

11. **Communities are important** for children and youth, but the uses and benefits of community must be experienced to be learned.

12. **A child should know some joy in each day** and look forward to some joyous event for the morrow.

Hobbs, 1982
Principle #4
Time is an Ally
Time is an Ally

Research References:

- When evidenced based interventions are implemented with efficacy over time they lead to improvements in student behavior, especially those with EBD.

(Newcomer & Lewis, 2004; Eber, Lewis-Palmer & Pacchiano, 2002; Sugai & Horner, 2006; Lane, Kalberg, & Shepcaro, 2009; Turton, et al., 2007; Sugai et al., 2000; Walker, Cheney, Stage & Blum, 2005)
Time is an Ally

Supporting Evidenced-Based Practices:

- Functional Behavioral Assessments
- Behavior Intervention Plans
- Clear and consistent classroom structure
- Understanding of the 9 Stages of Development
- High rates of academic and behavioral feedback
- School Wide Positive Behavior Supports
- Data Based Decision Making
Time is an Ally

KS 9/22-5/31

Series1
Linear (Series1)
Re-EDucation at Renton Academy

• The 12 principles of Re-Education are the foundation in which all of decisions are made
• It in the basis for the program structure, curriculum, and interventions are selected
• It is how the staff communicates with each other, students, outside teams and families about priorities
Renton Academy Mission

Renton Academy is a team of specifically trained teacher/counselors who are passionate and committed to creating an environment where learning abounds inside and outside the classroom. This effort is made complete by our students, their families, and the surrounding community. The Re-ED philosophy drives this venture, to build on every student’s strengths and help them become a contributing and participating member of our society.
Renton Academy Motto
Dream, Believe, Achieve
2. Hire, Train, and Coach Excellence within the Teacher/Counselors

- T/Cs have a unique role

- Primary change agents are those who spend the most time with the children

- Integrates educational and therapeutic supports and interventions within one role

- This concept has versatility and power to facilitate change...
Teacher/Counselors Responsibilities

Create experiences of success
- Experiential Education
- Individualized Curriculum
- Strength based programming
- Alternative educational opportunities

Foster community
- Service Learning Projects
- Goal Groups
- Field Trips
- Family and Community Events
  - Find and embrace teachable moments
  - Willing to stop and indulge a child's curiosity

Develop relationships of trust
- Constant engagement – walking & talking TCs
- Structure and Predictability
- Consistent programming
- Positive Meetings

Model healthy relationships
- Cross Talking
- Full Value Contract
- Professional Learning Communities
- Evaluation Teams
- Classroom Team Meetings
- Have Fun
T/Cs at Renton Academy

- All Certificated Sped teachers currently have a Master’s Degree in Special Education (5 with a focus in Emotional and Behavioral Disabilities)

- All certificated teachers are highly qualified in every content area that they teach

- All Mental Health Specialists have a Master’s Degree in Family and Marriage Counseling

- Opportunity for job growth within the school

- 2-4 Student teachers a year from a multitude of universities
“For a child to develop normally somebody has to be irrationally crazy about that kid!”

Urie Bronfenbrenner
Professional Development - Train

- Re-Education Training
- Life Space Crisis Intervention
- SIOP Training
- Successmaker
- TWA Training
- Writers Workshop
- Readers Workshop
- Math Pacing Guides
- Poverty Training
- Cultural Competence

- Math Curriculum
- SOPRIS Training
- Reading Mastery
- Annual Full Day Retreat
- FBA/BIP Training
- Crisis Response Strategies, 2 days
- High Yield Strategies
- IEP Training
Teacher/Counselors (T/Cs)

1 Director (.6)
1 Classified Manager
6 Special Education Teachers
1 Experiential Educator
1 School Counselor
1 School Psychologist (.4)
2 Mental Health Specialists
6 Behavior Technicians
6 Para-Professionals
3 one on one Para-Professionals
1 office manager
1 Custodian (.8)
1 Food Services Person (.5)
1 Nurse (.2)
1 Consulting Psychiatrist (6 hours a month)

• Staff Attrition for 2013
  o 1st year at RA - 5
  o 2nd year at RA - 4
  o 3rd year at RA – 6
  o 4th year at RA - 3
  o 5th year at RA – 1
  o 6th year at RA – 4
  o 7th year at RA – 2
  o 8th year at RA - 7
3. Be Fiscally Responsible but Understand the Cost of Educating Students with EBD

- When untreated, students’ emotional and behavioral problems often persist into adulthood and frequently result in increased financial costs to society (President’s New Freedom Commission on Mental Health, 2003)

- There is a critical need for a full continuum of intensive school mental health services, particularly for students with EBD (Repie, 2005)

- In addition to individualized interventions, recommended school-wide prevention strategies such as PBIS and teacher mental health consultations (Repie, 2005)
You have to spend, so spend smart!

- Continuous Investment in the Faculty
- Professional Development Over Time
- Ongoing Training, Coaching and Consultation
- Reflection and Teaming built into the schedule
- Data Systems Development
- Outside Evaluations
- Progressive Staffing, including mental health support
- District Leadership Investment
Cost of Renton Academy 2012

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<tr>
<th>Position</th>
<th>Number</th>
<th>Hours</th>
<th>Salary</th>
<th>Benefits</th>
<th>Total Cost</th>
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## Cost of Closing Renton Academy 2012

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<th>Cost Per/Salary</th>
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<td>Specialists</td>
<td>1.5</td>
<td>8</td>
<td>$52,392</td>
<td>$22,721</td>
<td>$75,113</td>
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<tr>
<td>School Psychologist</td>
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<td>7</td>
<td>$21,993</td>
<td>$3,751</td>
<td>$25,744</td>
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<td>NERCS per in district student</td>
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<td>$200</td>
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<td>In District</td>
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<tr>
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<td><strong>Cost Per Student</strong></td>
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<td><strong>Cost Savings Per Student With Renton Academy Open</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Total Savings</strong></td>
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<td></td>
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<td>$857,295</td>
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- **Out of District**
- **Transportation**
- **Behavior Facilitator**
- **SPED Teachers**
- **Behavior Techs**
- **Para-Professionals**
- **Mental Health**
- **School Psychologist**
- **NERCS per in district student**
- **In District**
- **Transportation**

**Total Cost:** $2,197,807

**Cost Per Student:** $48,840

**Cost Savings Per Student With Renton Academy Open:** $19,051

**Total Savings:** $857,295
Bottom Line...

- Renton Academy
  - 45 Students @ $29,789

- Closing Renton Academy
  - 45 Students @ $48,840

$19,000+ Difference per Student
Total Savings $857,295
4. Data Based Decision Making

Examples of Data collected on:

- Placements and Demographics
- Program Design
- Leadership
- Teacher/Counselors Perceptions
- Teacher/Counselors Behaviors
- School-wide Behaviors and Performance
- Class-Wide Behaviors and Performance
- Classroom Structures
- Student Academic and Behavioral Performance
- Student Engagement
- Parent Engagement
- Evidenced based instructional and behavior intervention
- Fiscal Responsibility to sustain programming
### Demographics Renton Academy

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<th>10-11</th>
<th>11-12</th>
<th>12-13 Sept</th>
<th>12.13 June</th>
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<td>39</td>
<td>43</td>
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<td><strong>Students that transitioned full time</strong></td>
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<td>3</td>
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<td><strong>Students that transition part time</strong></td>
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<td>12</td>
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<td><strong>Grade Level of Students</strong></td>
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<td>Elementary</td>
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<td>High</td>
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<td><strong>Students in Foster Care</strong></td>
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<tr>
<td><strong>Free/ Reduced Lunch</strong></td>
<td>89%</td>
<td>69%</td>
<td>76%</td>
<td>80%</td>
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Collaboration and Communication
Clear and Shared Focus
High Standards and Expectations
Effective Leadership
Supportive Learning Environment
Parent and Community Involvement
Curriculum, Instruction, and Assessment
Focused Professional Development
Cultural Responsiveness
District Support for Improvement

Comparison Perspective: Percent Positive

Improvement in all 9 areas

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Renton Academy

More mobility in the 2012-2013 school year
68% in 2011-2012

- **Intakes**
  - 2011-12
  - 2012-13

- **Withdrawals**
  - 2011-12
  - 2012-13
I welcome new ideas and change: 88% (9% vs. 89%)
I am willing to work at changing my school for the better: 85% (15% vs. 0%)
I am willing to be held accountable for student learning: 82% (9% vs. 9%)

Willingness to Work at Change

I am willing to work at changing my school for the better: 85% (15% vs. 0%)
My colleagues are willing to work at changing this school for the better: 76% (24% vs. 0%)
In our school we expect all staff to perform responsibilities with a high level of excellence.

The staff I work with collaborate to support improvement efforts.

I believe that all students can meet state standards.

Our staff believes that all students can meet state standards.

We hold one another accountable for student learning.

We hold one another accountable for behavior that is respectful of diversity.
How smart I am is something that I can change.

Even if the work is hard, I can learn it.

I'm certain I can figure out how to do the most difficult class work.

I can do even the hardest school work if I try.

I'm certain I can master the skills taught in class this year.

I really can't do much to change how smart I am.

I can do almost all the work in class if I don't give up.

I can learn new things but I can't really change how smart I am.

I understand my family culture and values

Mean Score: Self-efficacy and Mindsets

Strongly Disagree

Strongly Agree

Mean scores range from 0.00 to 5.00, with 3.00 being the midpoint.
Successes

• “This hasn’t been my favorite school of all time, but it has helped me the most”.
• “I really love... Like love all of the staff here... But man, you really need to remodel this building”.

Renton Academy’s Transition Students

K’Sean Heinrich-Wheeler
Secondary Learning Center

Madison Werner
Lindbergh High School

Christian Tjede - Eagle
Renton High School

Emanuel Espana
Dimmitt Middle School

Vershawn Hairston
Dimmitt Middle School

Killian Baldwin
Dimmitt Middle School

Antwone Rowe
Dimmitt Middle School

Sydelle Nettleton
Maplewood Heights Elementary

Koa “Charlie” Goff
Pine Lake Middle School
Issaquah S.D.

Ismael Ortega
Lake Wilderness El.
Tahoma S.D.
STRENGTHS:
- Philosophy
- Referral
- Professional Dev.
- Data
- Engagement
- Behavior management
- Rules, rituals, routines
- Effective instruction
- Pro-social skills
- Response to feelings
- Effective crisis inter.
- Ind. Assessment
- Therapeutic supports
- Wrap-around supports
Renton Academy MSP/HSPE/EOC 2011-2012

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<td>38%</td>
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<td>0%</td>
<td>40%</td>
<td>+40%</td>
</tr>
<tr>
<td>Total High School</td>
<td>0%</td>
<td>33%</td>
<td>+33%</td>
<td>0%</td>
<td>30%</td>
<td>+30%</td>
<td>17%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Renton Academy</td>
<td>18%</td>
<td>36%</td>
<td>+18%</td>
<td>12%</td>
<td>19%</td>
<td>+6%</td>
<td>3%</td>
<td>0%</td>
<td>-3%</td>
<td>13%</td>
<td>33%</td>
<td>+20%</td>
</tr>
<tr>
<td>% Change 10-11 to</td>
<td>Increase of</td>
<td>Increase of</td>
<td>28% of eligible</td>
<td>Increase of</td>
<td>28% of eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>+18%</td>
<td>+6%</td>
<td>students have passed</td>
<td>+20%</td>
<td>students have passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At the start of Readers Workshop over 60% of our students were Below Basic, after 2 years only 32% of our students are Below Basic!
Total Independent Reading Minutes Per Class by May 30, 2013

Goal 18,000 Minutes in every Classroom

<table>
<thead>
<tr>
<th>Class</th>
<th>Minutes Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem 1</td>
<td>30613</td>
</tr>
<tr>
<td>Elem 2</td>
<td>13362</td>
</tr>
<tr>
<td>MS 1</td>
<td>20000</td>
</tr>
<tr>
<td>MS 2</td>
<td>17040</td>
</tr>
<tr>
<td>HS</td>
<td>14950</td>
</tr>
<tr>
<td>GH</td>
<td>22410</td>
</tr>
</tbody>
</table>
MSP/HSPE Results-Reading, 2011
For students that have been with us for more than 1 year

57% of the Students raised their scores in Reading in Elem and MS
64% of the Students raised their scores in Math in Elem and MS
Renton Academy Full Program 2012-2013

Areas for Growth:
- Family Involvement
- Group Meetings
- Meaningful FBA
- Active BIP
- Culturally Responsive

Reviewer 09/10
Reviewer Rating 12/13
Team Rating 09/10
Team Rating 12/13
Incident Data

Average Incidents per school day
Incident Data

Incidents per weekday

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

2009-2010
2010-2011
2011-2012
2012-2013
Antecedents

Peer Conflict: 197
Disappointment: 106
Carry In: 94
Transition: 33
Expectation: 20
Redirection/expectations: 19
consequences: 13
Stressor: 11
Academics: 10
Dissapointment: 9
Redirection/expectations: 8
Total RA Days Out of School Suspension By Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>97</td>
</tr>
<tr>
<td>2010-2011</td>
<td>151</td>
</tr>
<tr>
<td>2011-2012</td>
<td>124</td>
</tr>
<tr>
<td>2012-2013</td>
<td>97.5</td>
</tr>
</tbody>
</table>
Number of Days of Out of School Suspensions by Students 2012-2013

- Manifestation
### Parent Meetings by Class

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem 1</td>
<td>8</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Elem 2</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>MS 1</td>
<td>3</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>MS 2</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>HS</td>
<td>8</td>
<td>23</td>
<td>40</td>
</tr>
</tbody>
</table>

*Legend:*
- Semester 1
- Semester 2
- Total
BBRS - Student vs. Class Problem Behaviors

- PB 12.11
- PB 1.12
- PB 2.12
- PB 3.12

High ≥ 16
Low < 16
Student Social Skills Progress Monitoring

Occurring 31-69% of the time

Occurring 11-30% of the time

Occurring 0-10% of the time
Student Daily Average: Quarter 1
Collaboration, Coaching and Reflective Practice

- Professional Learning Communities
  - 90 minute delayed start every Friday
- 45 minutes team time built into the end of each day
- Classroom Walkthroughs
- Lesson Design Cycle
- Data Carrousels
- Leadership Team
- Evaluation Team
- School Improvement Plan
- PEER-EBD
Looking Back and Looking Ahead…

- Evidenced based instructional methodology
- Increasing our parent involvement
- Comprehensive transitional planning support to adulthood
- Continued focus on Equity and Access
- Readers Workshop and Logs school-wide
- Monthly School Newsletter
- Student Check-ins once a month
- PLCs used for Lesson Design Cycle
- Adoption of the BBRS
- All Certificated Staff participate in STAR Walks
- SOPRIS/Reading Mastery
- Implementation of TWA
- Increase in successful bus rides
- Common Assessments – SRI, Passports, TWA, Math Benchmarks, BBRS
- Implement Passport Curriculum
- District Pacing Guides Followed with modifications
- Student-Led Conferences
- Significant Reduction in Restraint in 3 years
- Developing systems to support substance abuse
- Participating within all district initiatives
Thank You-

◆ Lisa Hoyt, Ph.D. lisa.hoyt@rentonschools.us